DOCUMENT RESUME

ED 463 230 SO 033 692

TITLE	American Government: Voices of Citizenship. Course of Study.
INSTITUTION	Idaho State Dept. of Education, Boise.
PUB DATE	2002-00-00
NOTE	68p.
AVAILABLE FROM	Idaho Department of Education, Len B. Jordan Office Building, 650 West State Street, P.O. Box 83720, Boise, ID 83720-0027. Tel: 208-332-6800; Fax: 208-334-2228. For full text: http://www.sde.state.id.us/admin/coursesofstudy.htm.
PUB TYPE	Guides - Classroom - Teacher (052)
EDRS PRICE	MF01/PC03 Plus Postage.
DESCRIPTORS	Academic Standards; Activism; Citizen Participation; *Citizenship Education; *Civics; Political Science; Public Schools; Secondary Education; *Service Learning; *State Standards; Student Educational Objectives
IDENTIFIERS	*Character Education; *Idaho

ABSTRACT

Civic education is essential to sustaining constitutional democracy. Each new generation presents a new group of people who must acquire the knowledge, learn the skills, and develop the disposition or traits of private and public character that undergird a constitutional democracy. Citizenship training means teaching students to think critically, listen with discernment, and communicate with power and precision. The ultimate goal of social studies in Idaho is to develop the civic competence and civic participation of Idaho's youth. The Idaho Achievement Standards for social studies grades 9-12 include civic education developed according to the language of the National Standards for Civics and Government. Following an introduction, this lesson plan is divided into three blocks: (1) "Emergence of a Democracy" (Goal and Objectives, Character Education: Brotherhood, Idaho Achievement Standards, Suggested Activities, Suggested Materials); "Government" (Goal and Objectives, Character Education: Dependability and Responsibility, Idaho Achievement Standards, Suggested Activities, Suggested Materials); "Civic Activism" (Goal and Objectives, Character Education: Courage, Idaho Achievement Standards, Suggested Activities, Suggested Materials); (2) "Project Citizen" (Goal and Objectives, Character Education: Nurturing Attitude, Idaho Achievement Standards, Suggested Activities, Suggested Materials); and (3) "Service Learning" (Goal and Objectives, Character Education: Friendship and High Expectations, Idaho Achievement Standards, Suggested Activities, Suggested Materials). Appendix A contains the Idaho Achievement Standards and Appendix B contains additional activities for students. (BT)

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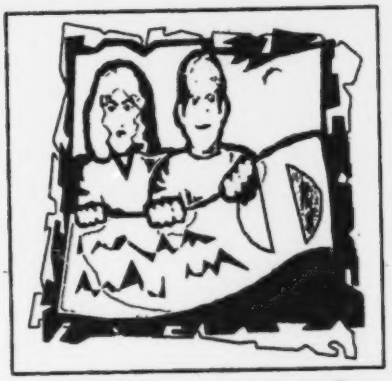
Idaho Department of Education



American Government: Voices of Citizenship

SO 033 692

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Published by the Idaho Department of Education
Spring 2002

Dr. Marilyn Howard
State Superintendent of Public Instruction

IDAHO DEPARTMENT OF EDUCATION

American Government:

Voices of Citizenship

Dr. Dan Prinzing
Coordinator Social Studies
Idaho Department of Education
P.O. Box 83720
Boise, ID 83720-0027
Phone 208-332-6974 • Fax 208-332-6997
Email dprinzing@sde.state.id.us

Table of Contents

Introduction II

BLOCK 1:
Emergence Of A Democracy

Goal and Objectives 1
Character Education: Brotherhood 2
Idaho Achievement Standards 2
Suggested Activities 3
Suggested Materials 4

Government

Goal and Objectives 5
Character Education:
Dependability and Responsibility 6
Idaho Achievement Standards 6
Suggested Activities 7
Suggested Materials 9

Civic Activism

Goal and Objectives 11
Character Education: Courage 12
Idaho Achievement Standards 12
Suggested Activities 13
Suggested Materials 14

BLOCK 2:
Project Citizen

Goal and Objectives 15
Character Education:
Nurturing Attitude 16
Idaho Achievement Standards 16
Suggested Activities 17
Suggested Materials 18

BLOCK 3
Service Learning

Goal and Objectives 19
Character Education:
Friendship and High Expectations 19
Idaho Achievement Standards 20
Suggested Activities 21
Suggested Materials 22

APPENDIX A
Idaho Achievement Standards 23

APPENDIX B
Activities 31

Introduction

"The good citizen can be defined as a person who habitually conducts himself with proper regard for the welfare of the communities of which he is a member, and who is active and intelligent in his cooperation with his fellow members to that end. (Barnard et al., cited in David Warren Saxe, Social Studies in Schools (Albany: State University of New York Press, 1991), 181.

"Americans should realize that civic education is essential to sustain our constitutional democracy. The habits of the mind, as well as *'habits of the heart,'* the dispositions that inform the democratic ethos, are not inherited. As Alexis de Tocqueville pointed out, each new generation is a new people that must acquire the knowledge, learn the skills, and develop the dispositions or traits of private and public character that undergird a constitutional democracy. Those dispositions must be fostered and nurtured by word and study and by the power of example. Democracy is not a 'machine that would go of itself,' but must be consciously reproduced, one generation after another." (Branson, Margaret Stimman. "The Role of Civic Education," Education Policy Task Force Position Paper from the Communitarian Network, September 1998.)

The Need for Civic Understanding
by Ernest L. Boyer

"The need to help all students become intelligent and informed citizens is self-evident...If education cannot help students see beyond themselves and better understand issues of national and international significance, then each new generation will remain ignorant, and its capacity to live intelligently and responsibly will be diminished...

[First] I am convinced that the destiny of this country may indeed be threatened not so much by weapons systems, but by the inclination of public officials to obscure the truth. And, further, I am convinced that if our students are to become responsible citizens for a new century, civic education must be concerned, above all, with the quality of communication. The work of democracy is carried on through thoughtful discourse through town meetings, city councils, study groups, informal conversations, and television screens. And citizenship training, if it means anything at all, means teaching students to think critically, listen with discernment, and communicate with power and precision. If students learn to listen, speak, read, and write more carefully, they will not only be civically empowered, but also they will know how to distinguish between the authentic and the fraudulent in human discourse. A better grounding in rhetoric and logic and in the techniques of discussion and debate would also help prepare them for responsible citizenship.

Second, civic education for a new century also must provide students with a core of basic knowledge about social issues and institutions, to allow them to put their understanding of democracy in perspective. Civic understanding means a study of history and literature. It means that students would encounter the classic political thinkers, from Plato, Hobbes, Locke, and Montesquieu to John Adams, James Madison, and John C. Calhoun. Equally important, it means they should study government today, not just by examining its theory and machinery, but also by exploring current public issues.

Third, I'm convinced that civic education means dassrooms that are active, not passive, places. We must begin to recognize that students are already members of an institution, the school; and that they need to understand how this place works, and to participate in school decisions that affect their lives, just as they will be asked to do so later on, in other institutions and in society at large. If we fail to give students these experiences while they are young, there is a high probability that they will be deferred for a lifetime.

Finally, education for citizenship means helping students make connections between what they learn and how they live. In the American high school, too many young people feel unwanted, unneeded, and unconnected to the larger world. Further, there is a serious gap between the young and the old in our society, an intergenerational separation in which youth and their elders are not seriously engaged in common discourse.

As an essential part of civic education, students need to understand that learning is for living, and that education means developing the capacity to make judgments, form convictions, and act boldly on values held.

We must help them understand that all choices, in thought or in action, are equally valid. Such an education does not dictate solutions or suggest that there are simple answers for every complicated question. Rather, it means helping students develop responsible ways of thinking, believing, and acting." (Dr. Boyer was the President of the Carnegie Foundation for the Advancement of Teaching. Excerpts of his essay were adapted from CIVITAS, published by the Center for Civic Education, 1991, pp. xv-xvii.)

Idaho Achievement Standards:

Standards provide widely agreed upon guidelines for what all students should learn and be able to do. They are useful in the development of curricular frameworks, course outlines, textbooks, professional development programs, and systems of assessment. The ultimate goal of social studies in Idaho is to develop the civic competence and civic participation of Idaho's youth, the citizens of today and tomorrow. The 9-12 Idaho Achievement Standards in social studies (history, economics, and civics/government) include an interwoven thread of civic education developed according to the language of the national standards for civics and government.

"Achievement of the [national standards for civics and government] should be fostered not only by explicit attention to civic education in the curriculum, but also

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in related subjects such as history, literature, geography, economics, and the sciences and by the informal curriculum of the school, the pattern of relations maintained in the school and its governance...Standards alone cannot improve student achievement, teacher performance, or school quality, but they can be an important stimulus for change." (National Standards for Civics and Government, Center for Civic Education: Calabasas, CA, 1994)

Each of the *Voices of Citizenship* instructional blocks is built upon the supporting Idaho Achievement Standards.

Teacher Resource: Idaho Achievement Standards available at www.sde.state.id.us.

Civic Education:

"The goal of education in civics and government is informed, responsible participation in political life by competent citizens committed to the fundamental values and principles of American constitutional democracy. Their effective and responsible participation requires the acquisition of a body of knowledge and of intellectual and participatory skills. Effective and responsible participation also is furthered by development of certain dispositions or traits of character that enhance the individual's capacity to participate in the political process and contribute to the healthy functioning of the political system and improvement of society." (Rational and Proposed Requirements, National Campaign to Promote Education in Civics and Government. Center for Civic Education, 2000).

Teacher Resource(s): We the People...The Citizen and the Constitution. Center for Civic Education: Calabasas, CA, 1995.

We the People...Project Citizen. Center for Civic Education: Calabasas, CA, 1996.

Character Education:

There is no single script for effective character education, but there are some important basic principles. The following eleven principles serve as criteria that schools and other groups can use to plan a character education effort and to evaluate available character education programs, books, and curriculum resources.

1. Character education promotes core ethical values as the basis of good character.
2. "Character" must be comprehensively defined to include thinking, feeling, and behavior.
3. Effective character education requires an intentional, proactive, and comprehensive approach that promotes the core values in all phases of school life.
4. The school must be a caring community.
5. To develop character, students need opportunities for moral action.
6. Effective character education includes a meaningful and challenging academic curriculum that respects all learners and helps them succeed.

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7. Character education should strive to develop students' intrinsic motivation.
8. The school staff must become a learning and moral community in which all share responsibility for character education and attempt to adhere to the same core values that guides the education of students.
9. Character education requires moral leadership for both staff and students.
10. The school must recruit parents and community members as full partners in the character-building effort.
11. Evaluation of character education should assess the character of the school, the school staff's functioning as character educators, and the extent to which students manifest good character.

Each of the instructional units and/or organizing blocks is wrapped around one of Clifton Taulbert's Eight Habits of the Heart. As Taulbert notes, "Today, many of us need to define, and redefine, the meaning of community. When I ask the question, What is community? most people answer by immediately recalling a geographical location, a place where they once lived. However, as I have come to understand over the years and through listening to others, the full concept of community is much bigger, with consequences far beyond the place where we first experienced the touch of others in our lives. It is really the 'touch' that defines community in every age." (Pp. 3-4)

Ultimately, the blending of a character education "habit" with the fundamentals of civic competency will encourage an active citizenry who are cognizant of the value of sustaining and/or building community.

Teacher Resources: (Lickona, Tom, Eric Schaps and Catherine Lewis. "Eleven Principles of Effective Character Education". The Character Education Partnership, www.character.org)

Taulbert, Clifton. Eight Habits of the Heart. Penguin Books: New York, NY, 1997.

Service Learning:

"The Education Commission of the States has long emphasized service learning - the integration of community service in a structured way with the regular curriculum - from kindergarten through college. Its Compact for Learning and Citizenship, which began at the college level, now encourages service learning at all levels as a way to give young people a sense they can improve institutions. Gaining a stake in the political process 'is learned through practice, not out of a book,' the National Study Group reports." (NEGP MONTHLY, Washington, D.C., Vol. 2, NO. 22, November 2000)

Teacher Resource: Building Bridges: Connecting Classroom and Community through Service-Learning in Social Studies. National Council for the Social Studies: Washington, D.C., 2000.

Portfolio Assessment:

"The ultimate foundation of all reflective practice or self-reflection is the ability and opportunity to engage in self-evaluation and self-assessment." (Paulsen, M.B. and Feldman, K.A. "Taking teaching seriously: Meeting the Challenge of Instructional Improvement" in ERIC Digest 396615 95. Available at: www.ed.gov/databases/ERIC_Digests/ed396615.html)

A portfolio is a collection of work produced by a student which is designed to demonstrate the student's talents and constructed to highlight and demonstrate his or her knowledge and skills in the course content. As a means for reflection, the portfolio fosters the critiquing of personal work. The Northwest Evaluation Association defines a portfolio as "a purposeful collection of student work that exhibits the student's efforts, progress, and achievements."

As a tool for assessment, the construction of the portfolio must include student participation in the selection of contents, the criteria for selection, as well as for judging merit, and the evidence of student self-reflection. The portfolio entries represent the compilation of the emerging voices; each entry is representative of the content within a specific instructional block.

Block One entries capture the voices of the past and the student's initial voice as he/she emerges as an active citizen. Block Two entries capture the student's voice as he/she learns how to become a responsible citizen. Block Three captures the student's voice as he/she immerses himself/herself in a public or social service project. Though each Block identifies suggested portfolio pieces, the student will ultimately make the final selection as to which entries best capture the instructional content and featured voices.

"Social studies, often considered to be the most content-oriented of the core curriculum areas, is ripe for reform. The call for alternative assessments only serves to highlight the importance of rethinking current practice in social studies as we recognize once again the close link between the over-arching goal of public education and that of social studies. As the nation moves toward assessments of student achievement which are more closely aligned with what is demanded of us in the real world and which demand student-generated demonstrations of mastery, traditional practices in social studies are called into question. Both curriculum and instruction, often geared toward low-level recall of facts, must be revisited. Test-teach-test modes, in which assessment is treated as separate from instruction, also deserve to be reexamined with regard to how well such practice mirrors how we are evaluated in the real world. Whether or not alternative assessments take hold at state and national levels, the trend has brought us face-to-face with our responsibility as social studies practitioners in schools and classrooms. Traditional practices cannot effectively prepare young people to demonstrate achievement of civic competence." (Nickell, Pat. "Alternative Assessment: Implications for Social Studies." ERIC Clearinghouse for Social Studies/ Social Science Education, ED360219, 1993)

Teacher Resource: Lockledge, Ann. "Portfolio Assessment in Middle-School and High-School Social Studies Classrooms." Social Studies, v88, n2, p65-69, March-April 1997.

Assessment

Assessment of student progress toward mastering individual standards should be on going and imbedded in each instructional block. Ideally, this assessment should be formative in nature and help guide subsequent instruction. Student performance can/should be assessed in a variety of formats, including performance assessment as well as traditional testing formats. At the completion of this course, an end of course assessment can be used to validate student performance. The State Department of Education is currently in the process of developing a summative assessment for this course of study.

The companion end-of-course assessment for *American Government: Voices of Citizenship* blends the fundamental content knowledge as stated in the Idaho Achievement Standards with an avenue for demonstrating the intellectual and participatory skills in the course. As noted by the Center for Civic Education, the standards indicate both the content to be mastered in civics and government and what students should be able to do in relation to that content.

Voices on-tape:

Empowering an active citizenry necessitates the opportunity for students to "find their voice." Each of the instructional units and/or blocks includes focus questions for each student to answer on tape (audio or video).

In Communication Matters (1994), McCutcheon, Schaffer and Wycoff noted "The nineteenth-century statesman and orator Daniel Webster said that if all of his talents and abilities except one were taken away, he would ask to keep his ability to speak. 'With the ability to speak,' he added, 'I could regain all that I had lost.' Here Webster is telling people of the vital role that speaking can play in their lives. However, he would also say that being a polished speaker isn't enough. Daniel Webster would promote the idea that those who speak should work to make the world a better place." (p. 8)

Taping the student's voice will capture his or her emerging definition as he or she discovers a personal journey within a greater community of citizens.

Pretest/ Posttest

A pretest/ posttest is included with the course of study to assess the initial level of the student's involvement as an active citizen when he/she begins the course. The posttest will measure the student's progress toward becoming an active citizen cognizant of the core content knowledge, the role of the citizen and government in public policymaking, and the impact of one person - one voice - in American democracy.

Organizations Providing Free or Inexpensive Civics Materials:

American Bar Association
Special Committee on Youth Education for Citizenship
541 N. Fairbanks Court
Chicago, IL 60611-3314
(312) 988-5735

American Civil Liberties Union
132 West Forty-third Street
New York, NY 10036
(212) 944-9800

Center for Civic Education
5146 Douglas Fir Road
Calabasas, CA 91302
(818) 591-9321

Center for Teaching International Relations
University of Denver
Graduate School of International Studies
Denver, CO 80208
(303) 871-3106

Close Up Foundation
44 Canal Center Plaza
Alexandria, VA 22314
(703) 706-3511

Constitutional Rights Foundation
601 South Kingsley Drive
Los Angeles, CA 90005
(213) 487-5590

C-Span in the Classroom
444 North Capitol Street NW
Washington, D.C. 20001
(202) 737-3220

Educators for Social Responsibility
23 Garden Street
Cambridge, MA 02138
(617) 492-1764

Heritage Foundation
214 Massachusetts Avenue NE
Washington, D.C. 20002
(202) 546-4400

Jefferson Foundation
1529 Eighteenth Street NW
Washington, D.C. 20033
(202) 234-3688

League of Women Voters of the United States
1730 M Street NW
Washington, D.C. 20036
(202) 429-1965

National Coalition on Black Voter Participation
1101 Fourteenth Street NW, Suite 925
Washington, D.C. 20005
(202) 898-2220

National Council for the Social Studies
3501 Newark Street NW
Washington, D.C. 20016
(202) 966-7840

National Institute for Citizen Education in the Law
25 E Street NW, No. 400
Washington, D.C. 20001
(202) 662-9620

People for the American Way
2000 M Street NW, Suite 400
Washington, D.C. 20036
(202) 467-4999

Social Science Education Consortium, Inc.
3300 Mitchell Lane, Suite 240
Boulder, CO 80301-2296
(303) 492-8154

Social Studies Development Center/
ERIC Clearinghouse of Social Studies/Social Science Education
Indiana University
2805 East Tenth Street
Bloomington, IN 47408-2698
(812) 855-3838

U.S. Chamber of Commerce
1615 H Street NW
Washington, D.C. 20062
(202) 463-5436

Block

1

Emergence of a Democracy: Voices from the Past

Historical and philosophical framework for the evolution of Democracy.

To understand the role of the individual in our democracy, citizens must know the origin and theoretical foundations of our government.

Objectives:

1. Identify theories influencing American Democracy.
2. Compare and contrast the Ancient Greek concept of government (classical republicanism/ civic virtue) and the John Locke theory of government (natural rights).
3. Assess pros/cons of the Ancient Greek concept of governme nt and the John Locke concept of government.
4. Identify the English documents (Magna Carta, English Bill of Rights, Virginia Declaration of Rights) that impacted the formation of the American government.
5. Address how the Ancient Greek and the John Locke concept of government were reconciled in America as stated in the U.S. Constitution.
6. Know the basic concepts of American Democracy (majority rule with minority rights, compromise, individual worth, equality of all persons, individual freedoms).
7. Compare the basic concepts of American Democracy with other forms of government.

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Character Education Brotherhood

"The arms of brotherhood must be long and strong indeed to reach all the places where healing is required, but this universal need can be met only if we first reach out to each other right where we live." (Taulbert, pp. 51-52)

Developing Your Voice

In your portfolio, recognize the voice of someone who influenced you (coach, parent, friend) and drew you into the "brotherhood."

On-tape: Respond to the following questions, "What is important to you? Who is important in your life? How have they helped you? When you consider where you are in your life today, who could you reach out to help?"

Standard: 489.01

Acquire critical thinking and analytical skills.

Content Knowledge and Skills

- 489.01.a: Use analytical skills for reasoning, research, and reporting including interpretation of maps, charts, graphs, timelines and works of art.
- 489.01.b: Evaluate and interpret points-of-view using primary and secondary sources.

Standard: 490.01

Understand the evolution of democracy.

Content Knowledge and Skills

- 490.01.a: Describe the origins of democratic tradition in western civilization.
- 490.01.b: Identify the tensions associated with the definition of American Democracy.

Standard: 502.01

Understand the relationship among civic life, politics, and government.

Content Knowledge and Skills

- 502.01.c: Know the different forms of government.

Standard: 503.01

Understand the foundations and principles of the American political system.

Content Knowledge and Skills

- 503.01.a: Describe the origins of constitutional law in western civilization.

- 503.01.b: Compare and contrast the essential ideals and objectives of the original organizing documents of the United States including the Declaration of Independence, the Articles of Confederation, and the United States Constitution.

Suggested Activities

1. Journal entry on "How does government affect you and your family. What personal experiences have you had with the government? What do you feel about government's roles in people's lives?"
2. Read the different theories of government and in groups develop a Social Contract for the teacher-created situation (classroom rules, shipwrecked islanders).
3. Read the story of Cato (Cincinnatis) and compare to modern leaders (Eunice Kennedy Schriver, Jimmy Carter, John McCain, local mayor, local examples of individuals who do service to the community without remuneration). Journal entry your observations.
4. Divide the class in two; assign each side to take one concept of government. Make a chart of the differences between the two theories of government. Outline the differences for each concept of government off the chart and evaluate/ rate the concepts. Debate pros/ cons of each concept of government.

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5. Make a timeline of English documents and major events that affected the Declaration of Independence by the American colonies and set the stage for the U.S. Constitution. In pairs, one student is given a worksheet with dates of documents; another student is given a worksheet with the impact of the documents. Working together, "connect" the two and create a timeline.

6. Identify the differences between direct democracy and indirect democracy. Arrange for two-thirds of the class to be one persona (veteran, welfare mom, soldier, business person). Assign the remaining third the remaining personas. Hold an "election" to add or cut dollars to a federal budget (direct democracy). In contrast, group the constituencies to choose an elected representative. Have the four representatives "debate" and vote (indirect democracy). Discuss the problems related to population, distance, and the complexity of issues related to direct democracy.

7. In pairs, illustrate the basic concepts of democracy on overheads (do not use words) to be shown to the class to guess/ identify the concepts. Pantomime the concept.

8. Using newspaper articles, identify examples of the basic concepts of democracy. Explain how the concepts are evident today.

9. Brainstorm the progress of the United States democratic concepts from goals to actuality (voting rights to individual worth and dignity).

Suggested Evaluation Tools and/or Portfolio Pieces

Chart; Debate; Social Contract; Journal Entries; Timeline; Tape

Suggested Materials

Hartley, William H. and William S. Vincent. American Civics. Holt, Reinhart and Winston, Harcourt Brace & Company: Orlando, FL, 1998. (Chapter 2, Section 2; Chapter 3, Section 1)

McClenaghan, William A. Magruder's American Government. Prentice Hall: Needham, MA, 1997. (Chapter 1; Chapter 3, Section 1; Chapter 2 Teacher Primary and Secondary Resources)

We the People...The Citizen and the Constitution. Center for Civic Education: Calabasas, CA, 1995. (Units I and VI)

Government: Voices of the People, For the People

Organization and formation of the American system of government.

To understand the role of the individual in our democracy, citizens must know the structure and process of government.

Objectives:

1. Know the six Constitutional principles of American Democracy (popular sovereignty, limited government, separation of power, checks and balances, judicial review, federalism).
2. Know the four functions of government (maintain order, provide social services, defense [security], regulate the economy).
3. List the three branches of federal government and explain the powers of each branch.
4. Describe the functions, powers and relationships among federal, state and local governments.
5. Identify the officials at each level of government who represent you.
6. Explain how each level of government gets their money and how they spend it.
7. Analyze the role of political parties and other political organizations and their impact on the American system of government.
8. Explain the balance of personal responsibilities and rights in American society.
9. Explain the ways citizens can participate in the political process at all three levels of government.
10. Explain the electoral process at each level of government.

Character Education: Dependability and Responsibility

"In a world where progress is measured in bits and bytes, advanced technology will never be able to replace the need for good minds, strong wills, and unselfish hearts." (Taulbert, p. 32)

Developing Your Voice

In your portfolio, recognize the voice of someone from the unit study who best reflects dependability and responsibility in political activism.

On-tape: Identify and ask an elected official (mayor, city council, school board) to respond to the following questions, "What is important to you? Who is important in your life? How have they helped you? When you consider where you are in your life today, who could you reach out to help?"

Standard: 502.01

Understand the relationship among civic life, politics, and government.

Content Knowledge and Skills

- 502.01.a: Know the definition of politics and identify the interrelationship between politics and government

Standard: 503.01

Understand the foundations and principles of the American political system.

Content Knowledge and Skills

- 503.01.c: Explain the central principles of the United States governmental system including written constitution, popular sovereignty, limited government, separation of powers, majority rule with minority rights, and federalism.

- 503.01.d: Evaluate how power and responsibility are distributed, shared, and limited in the government established by the United States Constitution.

Standard: 504.01

Understand the organization and formation of the American system of government.

Content Knowledge and Skills

- 504.01.a: Know the three branches of the federal government, their powers and responsibilities.
- 504.01.b: Explain the functions, powers, and relationships among federal, state, and local governments.
- 504.01.c: Explain how each level of government raises money to pay for its operations and services.
- 504.01.e: Analyze the role of political parties and other political organizations and their impact on the American system of government.

Standard: 505.01

Understand the significance of United States foreign policy in the modern world.

Content Knowledge and Skills

- 505.01.a: Know the characteristics of United States foreign policy and how it has been implemented over time.
- 505.01.b: Identify and evaluate the role of the United States in international organizations and agreements.
- 505.01.c Identify and evaluate American foreign policy as it relates to environmental issues.

Standard: 506.01

Understand that all citizens of the United States have responsibilities and rights.

Content Knowledge and Skills

- 506.01.b: Know the ways in which citizens can participate in the political process at the local, state, and national level.
- 506.01.c: Explain the electoral process at each level of government.

Suggested Activities

1. Define the six Constitutional principles (popular sovereignty, limited government, separation of power, checks and balances, judicial review, federalism).
2. Gather newspapers and locate articles to illustrate the six Constitutional principles.
3. Divide the class into six groups; each group to have one "grab bag" envelope containing copies of: garbage bill, tobacco warning labels, drivers license, license plate, teaching certificate, parking ticket, etc. Assign each "grab bag" item to one of the four functions of government (maintain order, social services, defense [security], regulate the economy) and report your findings to the class.
4. Conduct a Constitutional scavenger hunt using open-ended questions to become familiar with the organization and content of the United States Constitution.
5. Create hanging mobiles with the powers that each branch of the federal government possesses. Divide the class into groups, assigning each group a different branch.
6. Review the concept of federalism; reference the Powers Denied according to the Constitution AI 8-10 and the 10th Amendment.
7. Study former Senator Dirk Kempthorne's Unfunded Mandate Bill @ 1995 (Senate Bill #1) and identify the interrelation of state and federal government.
8. Create a graphic organizer of the elected officials who represent you at the local, state, and federal levels of government; identify the officials with both name and picture.
9. Graph the sources and expenditures of funds for each level of government.
10. Compare and contrast liberal and conservative philosophies; identify your place on the spectrum between liberal and conservative. Include a response in your course journal that, A) identifies key issues that you feel impact your life, and, B) explains why your reaction to those issues places you on a certain point in the full spectrum.

11. React in a journal response to the voices of George P. Bush and Karenna Gore Schiff in the July 17, 2000 articles in *Newsweek* "We Can Play a Big Part" and "Give It to Us Straight". What is the common message?

12. Identify the United States involvement with other countries through an analysis of current events.

13. Choose a country and identify the relationship forged between that country and the United States in a multi-media project.

14. Create a Bill of Rights booklet by assigning an individual or small group to illustrate one of the first ten Amendments. Report to the class the background and need for the amendment, and the change in society resulting from the amendment's passage. (Make copies of each illustrated page to create a Bill of Rights booklet for each student to use while taking the unit quiz.)

15. Play Bill of Rights BINGO on cards with the BINGO blocks numbered randomly 1 to 10. Generate single amendment review questions to be identified by number only on the BINGO cards.

16. Play Compton's New Media CD-ROM "Campaigns, Candidates and the Presidency" game. The game "interactively explores the issues and the events that shaped the campaigns for our first 42 presidents and their opponents." Similarly, Teacher's Discovery "Run Candidate Run Campaign Ups and Downs" is an interactive board game that marches players through a presidential campaign with scenarios impacting the players - and candidates - progress.

17. Organize and hold a mock-election.

18. Create a class mural that depicts the historical extension of suffrage against the backdrop of key events, dates, and elected officials in American history.

19. Select and read a story from Nine and Counting: The Women of the Senate. (Barbara Mikulski, editor; William Morrow, publisher)

20. Compare and contrast the Idaho Constitution and the United States Constitution. Chart the similarities and differences.

Suggested Evaluation Tools and/or Portfolio Pieces

Graphic Organizer; Bill of Rights Booklet; Multi-media Project; Chart, Journal Entries; Tape

Suggested Materials

We the People... The Citizen and the Constitution. Center for Civic Education: Calabasas, CA, 1995. (Units II and III)

Declaration of Independence

The United States Constitution

Idaho Constitution

Idaho Blue Book

Civic Activism: Voices by the People

Organization and formation of the American system of government.

To understand the role of the individual in maintaining our democracy, citizens must be active participants in the civic fabric of the nation.

Objectives:

1. Explain the tension between the rule of law and individual liberty.
2. Analyze the struggles for the extension of civil rights.
3. Examine how the American ideal of democracy has been enriched by the diversity of its citizenry.
4. Analyze the American tradition of volunteerism and philanthropy.
5. Identify the cause and intent of each of the first 10 Amendments.

Character Education: Courage

"Courage also reaps rewards, not only for those who practice it but for those who witness it. For those who practice it, courage always confirms your own value. And when others observe your courage, the whole community is stronger, for other people can draw strength in the midst of their troubles from the example you have set." (Taulbert, p. 86)

Developing Your Voice

In your portfolio, recognize the voice of someone who with courage and conviction took a stand that impacts your role today as an American citizen.

On-tape: Respond to the following question, "If out of the first 10 amendments to the United States Constitution you could only preserve and protect five, which five would you choose? Justify your selections."

Standard: 490.01

Understand the evolution of democracy.

Content Knowledge and Skills

- 490.01.c: Analyze the struggles for the extension of civil rights.
- 490.01.e: Provide and evaluate examples of social and political leadership in American history.

Standard: 502.01

Understand the relationship among civic life, politics, and government.

Content Knowledge and Skills

- 502.01.b: Explain how the United States is governed by a system of laws.

Standard: 503.01

Understand the foundations and principles of the American political system.

Content Knowledge and Skills

- 503.01.e: Analyze Amendments to the United States Constitution in terms of the conflicts they addressed and the reasons for their adoption.
- 503.01.f: Describe how diverse populations contribute to political life in the United States.

Standard: 504.01

504.01: Understand the organization and formation of the American system of government.

Content Knowledge and Skills

- 504.01.d: Analyze and explain the treaty/trust relationship the United States has with Native American tribes with emphasis on Idaho.

Suggested Activities

1. Study a Supreme Court case relating to individual liberty (Miranda; TLO; Tinker; Brown v. Board of Education Topeka).
2. Hold a mock-court and re-enact the case; rule on the outcome of the case before reading the final decision.
3. Debate a current "hot" topic (morning after pill; right to die; medical use of marijuana).
4. Read Martin Luther King's "Letter from a Birmingham Jail."
5. Read Robert F. Kennedy's Indianapolis speech after Martin Luther King's assassination.
6. Watch the PBS video "Women's Right to Vote."
7. Create a six-slide PowerPoint presentation on an individual (past or present) who exemplifies your definition of a person of courage.
8. Invite a speaker from the community/ state who changed society through their activism (Nancy Dehl, Cassie's Law; MADD)
9. Chronicle Senator Frank Church's legislation on the 18-year-old right to vote. Review the Congressional Record debate.
10. Do a clothing label check; where was your clothing made? Check the ingredients of a candy bar; where were the ingredients grown? Identify the institutions or American practices that grew out of another culture/ country.
11. Hold a panel discussion with members of the community who reflect the area's diversity.
12. Invite a speaker specializing in diversity issues from the Idaho Humanities Council "Speaker's Bureau/ Scholars in the Schools." (Services are free)

13. Research the impact of immigrants in Idaho and capture their contributions on an illustrated state map.

14. Map the State of Idaho with all the Native American reservations labeled. Identify the closest reservation to your community. Contact the reservation to inquire about the problems or issues currently impacting the Native American community.

15. Identify and calendar the ethnic festivals held throughout Idaho each year.

16. Create a biographical sketch of a famous man or woman in Idaho; identify the character traits

17. Research the role of philanthropists, foundations, citizen volunteer opportunities and their respective contribution levels; how have the people of Idaho benefited from other's efforts?

18. Investigate the level of philanthropy at your school and in your community.

19. Design a paper quilt square identifying an individual and his or her cause; contribute your square to the classes' "Quilt of Conviction."

Suggested Evaluation Tools and/or Portfolio Pieces

Debate Notes; PowerPoint Slides; Map; Biographical Sketch; Quilt Square, Journal Entries; Tape

Suggested Materials

Davis, James E. and Phyllis Maxey Fernlund. Civics: Participating in Our Democracy. Addison-Wesley Publishing Company: USA, 1996. (Pp. 8-15)

Martin Luther King's "Letter from a Birmingham Jail." Available in We the People...The Citizen and the Constitution. Center for Civic Education: Calabasas, CA, 1996.

McClenaghan, William A. Magruder's American Government. Prentice Hall: Needham, MA, 1997. (Concepts of Democracy, Chapter 2, Section 2)

Robert F. Kennedy speech In Indianapolis, IN on the assassination of Martin Luther King. Available at www.cs.umb.edu/jfklibrary/r040468.htm

We the People...The Citizen and the Constitution. Center for Civic Education: Calabasas, CA, 1995. (Units IV and V)

Block 2

Project Citizen: Voices of Responsibility

The individual's role in influencing public policy decisions.

To understand the role of the individual in our democracy, citizens need to know which levels of government and which governmental agencies are responsible for changing, enforcing, or developing a specific public policy.

Objectives:

1. Learn how to establish and express opinions.
2. Investigate which level of government and which agency is most appropriate for dealing with an identified problem.
3. Identify local and state public policy issues as contemporary application of states' rights arguments.
4. Examine the tension associated with a specific public policy and the protection of majority rule with minority rights.
5. Practice how to influence policy decisions at a specific level of government.
6. Analyze the role of law in public policy decisions.
7. Work cooperatively with others.

Character Education: Nurturing Attitude

"Each problem cries out for us to practice what my elders knew - this first habit of the heart, a nurturing attitude. When I was a young man, I thought I'd be young forever and that my elders would always be there for me. Life changed and it happened with such subtlety that before I knew it I had become a man, striving to be a community-builder myself." (Taulbert, p. 21)

Developing Your Voice

In your portfolio, recognize the voice of an Idaho citizen who spearheaded the efforts to change or influence public policy. What was that person's impact as a community-builder?

On-tape: Prepare a news broadcast identifying the class-identified problem and outline the class-generated policy alternative(s) developed to address the problem. Respond to the following question, "What action could you personally take to become a part of the problem's solution?"

Standard: 489.01

Acquire critical thinking and analytical skills.

Content Knowledge and Skills

- 489.01.a: Use analytical skills for reasoning, research, and reporting including interpretation of maps, charts, graphs, timelines and works of art.
- 489.01.b: Evaluate and interpret points-of-view using primary and secondary sources.

Standard: 490.01

Understand the evolution of democracy.

Content Knowledge and Skills

- 490.01.b: Identify the tensions associated with the definition of American democracy.
- 490.01.d: Analyze and evaluate states' rights disputes past and present.

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Standard: 502.01

Understand the relationship among civic life, politics, and government.

Content Knowledge and Skills

- 502.01.b: Explain how the United States is governed by a system of laws.

Standard: 506.01

Understand that all citizens of the United States have responsibilities and rights.

Content Knowledge and Skills

- 506.01.a: Explain the balance of personal responsibilities and rights in American life.
- 506.01.b: Know the ways in which citizens can participate in the political process at the local, state, and national level.

Standard: 512.01

Understand there are many influences on economic systems.

Content Knowledge and Skills

- 512.01.c: Describe and illustrate the impact of governmental policies and decisions on economic systems.

Suggested Activities

1. Develop a class public policy portfolio display and documentation notebook for *We the People…Project Citizen.*

   Step I: Identifying Public Policy Problems in Your Community

   Step II: Selecting a Problem for Class Study

   Step III: Gathering Information on the Problem Your Class Will Study

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Step IV: Developing a Class Portfolio

Step V: Presenting Your Portfolio

Step VI: Reflecting on Your Learning Experience

2. As a class, complete the "Constitutional Opinion Form" included in the Project Citizen text. Review the class-developed public policy to determine if the government is being asked to do something that is prohibited by the state or federal constitutions.

3. Design a flow chart to document the arenas for individual and group participation in influencing public policy making at the local, state, and national level.

4. Create a public service announcement to dispel opposition to the class-developed public policy on the grounds that the policy is best for all citizens of Idaho.

5. Identify the fiscal impact of the class-developed public policy on a debit/credit chart.

Suggested Evaluation Tools and/or Portfolio Pieces

Visual Artifact of Project; Constitutional Opinion Form; Flow Chart, Completed Project Reflections; Public Service Announcement, Tape

Suggested Materials

We the People...Project Citizen. Center for Civic Education: Calabasas, CA, 1996. Available at:

Project Citizen, Center for Civic Education
5146 Douglas Fir Road
Calabasas, CA 91302-1467
(818) 591-9321
http://www.civiced.org

Video: *Your Ideas Count! Questions and Answers About Representative Democracy.* Available at:

Project Citizen, National Conference of State Legislatures
1560 Broadway, Suite 700
Denver, CO 80202
(303) 830-2200
http://www.ncsl.org

Block 3

Service Learning: Your Voice

The intrinsic value of active citizenship.

To understand the role of the individual in our democracy, citizens need to experience the intrinsic reward of providing service to others.

Objectives:

1. Identify local needs or issues.
2. Foster greater care of others.
3. Gain an understanding of the community.
4. Improve problem solving.
5. Learn to work with others, especially those from diverse backgrounds.
6. Define and model responsible citizenship.

Character Education: Friendship and High Expectations

"Friendship is the habit of the heart that is probably the easiest for young people to develop, for they can find it among their peers. But as the challenges of life grow more complex - losing loved ones, struggling with illness, trying to make ends meet - friendship must be there also to penetrate the walls that spring up around our sorrows. In a world where loneliness haunts our lives and low self-esteem invades our hearts, it is friendship - when shown and shared in the classrooms, in our homes, on the playing fields, and in the offices where we work - that makes community real." (Taulbert, pp. 43-44)

"Expecting the best of others and praising their achievements was not just the long-ago practice of a small-town group of visionaries. It must be practiced wherever we live, where we work and where we play. We must look for ways to lift the sights of those who feel downcast, and we must remember to extend words of encouragement and praise when fellow workers, students, volunteers, or teammates have done well." (Taulbert, p. 72)

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Developing Your Voice

In your portfolio, recognize the voice of someone who was involved in your service-learning project. Develop a case history narrative of that person and the relationship that was forged during or because of your project involvement. Respond to the following question: How can, or do, friendship and high expectations merge as combined "habits of the heart?"

On-tape: Following the completion of your service-learning project, respond to the following questions, "What is important to you? Who is important in your life? How have they helped you? When you consider where you are in your life today, who could you reach out to help?"

Standard: 502.01

Understand the relationship among civic life, politics, and government.

Content Knowledge and Skills

- 501.01.a: Know the definition of politics and identify the interrelationship between politics and government.

Standard: 503.01

Understand the foundations and principles of the American political system.

Content Knowledge and Skills

- 503.01.f: Describe how diverse populations contribute to political life in the United States.

Standard: 504.01

Understand the organization and formation of the American system of government.

Content Knowledge and Skills

- 504.01.b: Explain the functions, powers, and relationships among federal, state, and local governments.

Standard: 506.01

Understand that all citizens of the United States have responsibilities and rights.

Content Knowledge and Skills

- 506.01.a: Explain the balance of personal responsibilities and rights in American life.
- 506.01.b: Know the ways in which citizens can participate in the political process at the local, state, and national level.
- 506.01.d: Know the concept of citizenship and the ways in which individuals become citizens.

Suggested Activities

1. Review community, individual and organizational needs and target service.
2. Select a single-student project and create a process plan for service learning.
3. Participate in a class discussion of each student's service-learning project.
4. Conduct a one-on-one interview with another student regarding their service-learning project. Compare experiences.
5. Prepare a weekly class-briefing sheet outlining your involvement in the project to-date.
6. Research the governmental impact of policy regulation, administration, and/or agency support for your service-learning project.

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7. Create a visual artifact to highlight your service-learning project for a class presentation and celebration.

Suggested Evaluation Tools and/or Portfolio Pieces

Cognitive, Affective, and Process Reflections; Project Overview; Visual Artifact of Project; Tape

Suggested Materials

Information on the organization, implementation and evaluation of service-learning projects is available at:

Close Up Foundation: Service Learning Quarterly, http://www.closeup.org/servlern.htm

Corporation for National Service, http://www.nationalservice.org/

National Service-Learning Clearinghouse, http://nicsl.jaws.umn.edu/

Service-Learning Home on the Web, http://csf.colorado.edu/sl/

Vermont Community Works, www.vermontcommunityworks.org

APPENDIX A

Idaho Achievement Standards

As of December 2001

APPENDIX A: Idaho Achievement Standards for Social Studies

488. SOCIAL STUDIES STANDARDS - GRADES 9 through 12, Sections 489 through 490.

The social studies standards are organized around the three (3) social studies courses currently required by the state of Idaho for high school graduation. These fields of study are economics (one (1) credit), U.S. History (two (2) credits), and government (two (2) credits).

The samples associated with the content standards are meant to illustrate meaning and to represent possible areas of application. They are not intended to be an exhaustive list, but are samples of applications that would demonstrate learning.

489. CRITICAL THINKING AND ANALYTICAL SKILLS.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Acquire critical thinking and analytical skills.	a. Use analytical skills for reasoning, research, and reporting including interpretation of maps, charts, graphs, timelines and works of art.	i. Differentiate between information presented as fact and that presented as interpretation. ii. Compare, contrast, and evaluate differing interpretations of issues. iii. Identify an issue, gather and evaluate data, and support a position with appropriate evidence.
	b. Evaluate and interpret points-of-view using primary and secondary sources.	i. Explore an issue or event through a comparison of primary and secondary sources. ii. Explain how data and experiences may be interpreted differently by people from diverse cultural perspectives and frames of reference. iii. Use three types of sources to gather information on a current topic in Idaho.
	c. Chronologically organize significant events and people in United States history into major eras and themes to identify and explain historical relationships.	i. Distinguish among past, present and future times. ii. Use timelines to identify and explain historical relationships.

490. EVOLUTION OF DEMOCRACY.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand the evolution of democracy.	a. Describe the origins of democratic tradition in western civilization.	i. Compare a New England town meeting with Athenian Democracy. ii. Compare the English Glorious Revolution to the American Revolution. iii. Identify John Locke's influence on the American Declaration of Independence.
	b. Identify the tensions associated with the definitions of American democracy.	i. Organize a mock debate between Thomas Jefferson ii. and Alexander Hamilton. iii. Organize a mock debate between John Calhoun and Andrew Jackson and/or Abraham Lincoln. iv. Organize a mock debate between Franklin D. Roosevelt and Ronald Reagan.

	c. Analyze the struggles for the extension of civil rights.	i. Identify the origins and results of the civil rights movements of the 1950s and 1960s. ii. Trace the history of the women's movement from the Seneca Falls Convention 1848 to the present. iii. Organize a timeline of government policies in relation to Native Americans. iv. Evaluate the role of the Supreme Court in the extension of civil rights.
	d. Analyze and evaluate states' rights disputes past and present.	i. Compare and contrast the Articles of Confederation to the United States Constitution. ii. Explore interpretations of the causes of the Civil War. iii. Organize a mock debate between George Wallace and John F. Kennedy. iv. Explore the land use disputes between the federal government and the states.
	e. Provide and evaluate examples of social and political leadership in American history.	i. Define, identify, and evaluate the role of heroism in American history. ii. Compare and contrast leadership styles and contributions of United States presidents.

501. GOVERNMENT/CIVICS, Sections 502 through 506.

502. CIVIC LIFE, POLITICS, AND GOVERNMENT.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand the relationship among civic life, politics, and government.	a. Know the definition of politics and identify the interrelationship between politics and government.	i. Analyze a current issue and explain the relationship between public opinion and public policy. ii. Read and evaluate George Washington's Farewell Address. Analyze the politics of recent school elections.
	b. Explain how the United States is governed by a system of laws.	i. Read and analyze the Supremacy Clause. ii. Explore the tension between the rule of law and the right to question authority in a democratic system.
	c. Know the different forms of government.	i. Compare and contrast a republic to a direct democracy. ii. Analyze a parliamentary system.

503. FOUNDATIONS OF THE AMERICAN POLITICAL SYSTEM.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand the foundations and principles of the American political system.	a. Describe the origins of constitutional law in western civilization.	i. Identify and research the lives and ideas of pre-American Revolutionary philosophers who had an influence on constitutional law. ii. Explain how the writing of the Declaration of Independence and U.S. Constitution were influenced by English governmental documents.

	b. Compare and contrast the essential ideals and objectives of the original organizing documents of the United States including the Declaration of Independence, the Articles of Confederation, and the United States Constitution.	i. Analyze the tension between the need for liberty and unity. ii. Compare the Bill of Rights with the ideals of the Declaration of Independence.
	c. Explain the central principles of the United States governmental system including written constitution, popular sovereignty, limited government, separation of powers, majority rule with minority rights, and federalism.	i. Using the Constitution, identify the central principles of the United States governmental system. ii. Give examples of current applications of the central principles of the United States governmental system.
	d. Evaluate how power and responsibility are distributed, shared, and limited in the government established by the United States Constitution.	i. Describe the three branches of national government. ii. Describe the separation of powers and the process of checks and balances. iii. Examine the concept of judicial review and its impact.
	e. Analyze Amendments to the United States Constitution in terms of the conflicts they addressed and the reasons for their adoption.	i. Organize pro/con debates over the adoption of specific amendments.
	f. Describe how diverse populations contribute to political life in the United States.	i. Analyze voting patterns for specific elections. ii. Research how various populations have influenced campaign promises and political decisions.

504. ORGANIZATION AND FORMATION OF THE AMERICAN SYSTEM OF GOVERNMENT.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand the organization and formation of the American system of government.	a. Know the three branches of federal government, their powers, and responsibilities.	i. Identify the separation of powers as demonstrated in the impeachment process. ii. Explore the constitutionality of a contemporary issue.
	b. Explain the functions, powers, and relationships among federal, state, and local governments.	i. Define and give examples of federalism at work in our daily lives. ii. Evaluate the powers reserved to the states under the 10th Amendment. iii. Identify and evaluate the relationship between a local school board and state government.
	c. Explain how each level of government raises money to pay for its operations and services.	i. Analyze charts and graphs depicting governmental revenues and expenditures. ii. Interpret a property tax bill. Study the issues of a local levy or bond election.
	d. Analyze and explain the treaty/trust relationship the United States has with Native American tribes with	i. Locate Idaho reservations on a map. ii. Develop a dialogue with tribal council about their government.

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	emphasis on Idaho.	iii. Analyze and trace the implementation of a treaty.
	e. Analyze the role of political parties and other political organizations and their impact on the American system of government.	i. Trace the rise of the two-party system in the UnitedStates. ii. Analyze the role of third parties in presidential elections. iii. Identify and explore both the common ground and essential differences between Republicans and Democrats. iv. Differentiate between liberal and conservative ideologies. v. Explain and evaluate the role of lobbyists and politicalaction committees.

505. UNITED STATES FOREIGN AFFAIRS.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand the significance of United States foreign policy in the modern world.	a. Know the characteristics of United States foreign policy and how it has been implemented over time.	i. Identify examples of current United States participation in negotiations on global issues. ii. Analyze and evaluate the use of American troops around the world. iii. Analyze and evaluate the effects of trade embargoes on foreign countries as well as the United States.
	b. Identify and evaluate the role of the United States in international organizations and agreements.	i. Evaluate the role of the United States in the United Nations. ii. Evaluate the role of the United States in the North Atlantic Treaty Organization. iii. Identify and evaluate the effects of a specific trade agreement such as the North American Free Trade Agreement.
	c. Identify and evaluate American foreign policy as it relates to environmental issues.	i. Evaluate the United States' stance on the global-warming treaty.

506. CITIZEN RESPONSIBILITIES AND RIGHTS.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand that all citizens of the United States have responsibilities and rights.	a. Explain the balance of personal responsibilities and rights in American life.	i. Apply the 1st Amendment right of freedom of speech to a current issue. ii. Identify citizens' responsibilities and rights found in the Declaration of Independence.
	b. Know the ways in which citizens can participate in the political process at the local, state, and national level.	i. Identify how and where a citizen registers and votes.
	c. Explain the electoral process at each level of government.	i. Create a mock campaign including the nomination process, campaign funding and spending, voting procedures, influence of media coverage, campaign advertising, and public opinion polls. ii. Define and evaluate the function of the Electoral College.

	d. Know the concept of citizenship and the ways in which individuals become citizens.	i. Identify the steps of becoming a naturalized citizen. ii. Identify the circumstances by which the rights of citizenship can be reduced or removed.

APPENDIX B

Activities

Pre-test/ Post-test

Citizenship Quiz

Award or penalize yourself the number of points indicated in the parenthesis after each question. Then total your score and see how you rate as a citizen.

1. In what congressional and state legislative districts do you live? (Add 1 point for each correct answer.)
2. What are the names of your two U.S. Senators and Governor? (Add 3 points for each correct answer.)
3. If you belong to a political party, add (1) point.
4. If you have ever contributed money to a political party or candidate, give yourself (5) points. If you have done so on more than two occasions, give yourself an additional (5) points.
5. If you have given of your time to work for the election of a candidate as a volunteer in politics, give yourself (5) points. If you have do so on more than two occasions, give yourself an additional (5) points.
6. Name the state and national chairman of a political party. (Add 2 points for each correct answer.)
7. How long is the term of office for your Governor, U.S. Senator, and Congressman? (Add 1 point for each correct answer.)
8. If you have *failed* to vote in a Primary or General Election in which you were eligible during the last year, subtract (5) points.
9. What are the names of the U.S. Secretary of State and Secretary of Defense? (Add 2 points for each correct answer.)
10. Who is the Speaker of the U.S. House and Majority Leader of the U.S. Senate? (Add 2 points for each correct answer.)
11. Who are your representatives in the state legislature? (Add 3 points for each correct answer.)
12. If you can name the U.S. Ambassador to the United Nations, give yourself (2) points.
13. Do you know how your representative in Congress voted on any bill in the last year? (Add 3 points.)
14. Do you know how *any* member of the State Legislature voted on *any* bill in the last year? (Add 3 points.)
15. Have you attended any meeting of the school board, any zone hearing, or the meeting of any local governmental body in the past year? (Add 5 points.)
16. Have you participated during the past year in any specific project such as raising money for a hospital, symphony orchestra, volunteer fire department, or similar activities? (Add 5 points.)
17. If you wanted to become a precinct worker, do you know whom to contact? If so, add (2) points.
18. If you have attempted to influence other people to become active in politics in the last year, give yourself (5) points.
19. If this is a presidential election year and you failed to vote in the Primary Election, and were eligible to vote, subtract (5) points.

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20. Identify three pressing problems - economic, social, or political - now confronting your own community that are local in nature. If you are now playing a role in helping to solve or debate any one of these problems, give yourself (5) points.
21. If you are not now active as a volunteer in politics, would you truly become active is asked to do so? If not, penalize yourself (5) points.
22. Have you ever written a letter to a congressman or state legislator regarding an issue of concern? If so, give yourself (5) points. If more than three times in the past year, give yourself an additional (5) points.
23. If you are a member of a political club, give yourself (5) points.
24. If you have ever tried to convince a friend to support a candidate you favored, add (5) points.
25. What are the first ten Amendments to the U.S. Constitution popularly called? (Add 2 points.)
26. If you are registered to vote add 5 points.
27. Have you ever spoken in front of children or friends any such generality as, "All politicians are a bunch of crooks!" or in referring to an action of government, "There's nothing that one person can do about it anyway!"? If you have, subtract (5) points.
28. If you are one of those who refuse to discuss politics with family and friends because it is "too controversial", penalize yourself (10) points.
29. When asked who said "The only thing we have to fear is fear itself", only 37 percent of the people were able to correctly answer; whereas 71 percent were able to tell who said "Hi-Ho Silver!" If you can identify the speaker of the first quote, give yourself (2) points. If you are unable to do so, but *are* able to say who said, "Hi-Ho Silver!" subtract (5) points.

HOW YOU RATE!

93-111: The best neighbor one can have!
71-92: Solid citizen.
50-70: A conscientious citizen.
29-49: Your degree of apathy is average.
0-28: Anemic citizen.
Less than 0: No comment.

How Does Government Secure Natural Rights?

Purpose of Lesson

This lesson introduces you to some basic ideas the Framers used in creating the kind of government they thought would best protect the natural rights of each individual and promote the good of all.

When you finish this lesson you should understand the difference between limited and unlimited government, the difference between written and unwritten constitutions, and how Americans have used the term constitutional government. You should be able to explain why a government with a constitution is not necessarily a constitutional government, and be able to identify alternative models of government that the Founders had to choose from.

Terms to Know

autocracy
canton
checks and balances
city-state
common good
constitution
constitutional government
delegate
delegated powers
democracy
dictatorship
equal protection
higher law
limited government
private domain
republic
separation of powers
totalitarianism
tyranny
unwritten constitution
written constitution

Critical Thinking Exercise

Examining Government Protection of the Basic Rights of the People

Suppose you are not satisfied with living in a state of nature. You and others agree to enter into a social contract and a government to protect your natural rights. You must

decide what kind of government you want and then establish it. Locke, Jefferson, and others knew that this is not an easy task. Throughout history governments have deprived people of their rights more often than they have protected them. Your problem is to design and establish the kind of government that will do what you want it to do, that is, protect your natural rights. This also means providing **equal protection** for the rights of everyone.

You and everyone else in your imaginary state of nature have agreed to live under a government. There are questions you must answer in deciding what kind of government to create. Your teacher will divide the class into small groups to discuss your answers. Then compare your answers with those of John Locke and explain why you agree or disagree with Locke.

1. What in your opinion is the main purpose of government?
2. How should government get the authority or right to make laws telling people what they can and cannot do?
3. What should the people have the right to do if their government does not serve the purposes for which it was created? Why should they have this right?

How do your answers compare with those of John Locke?

1. Locke and other natural rights philosophers said that the purpose of government is to protect natural rights. Thomas Jefferson agreed and in the Declaration of Independence argued that the protection of rights is the main purpose of government.
2. Another of Locke's ideas that Jefferson stated in the Declaration of Independence is that government gets its right to govern from the consent of the people. Its powers are delegated to it by the governed. People give their consent in several ways. People can give **explicit** consent by
    - agreeing to the contract that establishes the society whose members then establish the government and choose its officers
    - joining a society that already is established

    People give **implicit** consent, also called tacit consent, by accepting the laws and services of the government and nation of their birth.

3. Locke believed that since the people give the power to the government, they have the right to take it away if the government is not serving the purposes for which it was established. They can then create a new government. Locke argued and the Founders agreed that if a government fails to protect the people's rights, the people have a **right of revolution**

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Under what circumstances would Locke agree that people have the right to take up arms against an established government?

Who is to judge if a government has failed? Locke and the Founders said that the people have the right to make that decision. This position is in the following words from the Declaration of Independence: "Whenever any Form of Government becomes destructive of these Ends, it is the Right of the People to alter or abolish it, and to institute new Government..."

Revolution, however, is an extreme way in which to deal with bad government. Government should be designed or organized to limit its powers in order to protect individual rights and thus reduce the need for such extreme measures.

How do Americans express consent to their government?

The Americans who ratified our Constitution in 1787 gave explicit consent to their new government. So did the many immigrants who came to America to seek a better life. Those who are born here have implied their consent by remaining in this country and living under its laws.

Every native-born American, as he or she grows up, has the choice of seeking the citizenship of another country. By remaining in this country, accepting its laws, and enjoying its benefits, you imply your consent to be governed by your federal, state, and local governments. You also affirm your consent every time you take the Pledge of Allegiance, participate in an election, or engage in other civic actions.

What is constitutional government?

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Limited governments have established and respected restraints on their powers, restraints such as laws and free and periodic elections. The opposite is **unlimited government**, in which those who govern are free to use their power as they choose, unrestrained by laws or elections. Tyranny, autocracy, dictatorship, and totalitarianism are other words to describe unlimited government.

What form of government was best suited to prevent the abuse of power in the newly independent states of America? From their reading of both history and the natural rights philosophers, the Founders believed that any government that served its proper ends would have to be a limited or constitutional government. In a **constitutional government**, the powers of the person or group controlling the government are limited by a set of laws and customs called a **constitution**.

What is a constitution?

A constitution is a set of customs, traditions, rules, and laws that sets forth the basic way a government is organized and operated. Most constitutions are in writing, some are partly written and partly unwritten, and some are not written at all.

Notice that according to this definition of the word, every nation has a constitution. Good governments and bad governments may have constitutions. Some of the worst governments have constitutions that include lists of the basic rights of their citizens. The former Soviet Union had one of the longest and most elaborate constitutions in history, but in reality its citizens enjoyed few of the rights guaranteed by it.

If you study the constitution of a government, you will be able to answer the following questions about the relationship between the government and its citizens:

- What are the purposes of government?
- How is the government organized?
- How is the government supposed to go about doing its business?
- Who is considered to be a citizen?
- Are the citizens supposed to have any power or control over their government? If so, how is it to be exercised?
- What rights and responsibilities, if any, are the citizens supposed to have?

It is very important to understand that having a constitution does not mean that a nation has a constitutional government. If a constitution provides for the unlimited exercise of political power-by one, few, or even many-such a constitution would not be the basis of a constitutional government. If a constitution provides that the government's power is to be limited, but it does not include ways to enforce those limitations, it is not the basis of a constitutional government. In a constitutional government the constitution is a form of **higher** or **fundamental law** that must be obeyed by everyone, including those in power.

How did the Founders characterize higher law?

According to the Founders, a constitution or higher law should have the following characteristics:

- It sets forth the basic rights of citizens to life, liberty, and property.
- It establishes the responsibility of the government to protect those rights.
- It establishes limitations on how those in government may use their powers with regard to
  - citizens' rights and responsibilities
  - the distribution of resources
  - the control of conflict
- It establishes the principle of a **private domain**—which means that there are areas of citizens' lives that are no business of the government and in which the government cannot interfere.
- It can only be changed with the widespread consent of the citizens, and according to established and well-known procedures. This distinguishes the higher law from the ordinary law that governments regularly create and enforce.

How does the principle of private domain protect you from government interference?

What do *you* think?

1. One of the purposes of the limitations imposed by constitutional government is to check the power of the majority. How can this be justified in a political system that is supposed to be democratic?
2. What are the major advantages, in your judgment, of limited government? What are the most serious disadvantages?
3. Are there advantages to unlimited government? If so, what are they?

How does a constitutional government protect natural rights?

Constitutional government assures the rights of its citizens in two ways:

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- It establishes limits on the power of the government to prevent it from violating natural rights.
- It states that the government should be organized and its power distributed in such a way as to increase the possibility that those limitations will be effective.

The first is a purely **legal protection** of a citizen's freedom. The next is an **organizational protection**, having to do with the way in which government operates.

How can constitutional governments be organized to prevent the abuse of power?

In constitutional governments powers are usually distributed and shared among several branches of government. This distribution and sharing of power makes it less likely that any one branch can abuse or misuse its powers. It is also less likely that any group will gain so much power that it can ignore the limitations placed on it by the constitution.

To prevent our government from abusing its powers, the Framers provided for distribution and sharing of powers among three branches of the national government. Each branch has primary responsibility for certain functions, but each branch also shares these functions and powers with the other branches. For example,

- The Congress may pass laws, but the president may veto them.
- The president nominates certain government officials, but the Senate must approve them.
- The Congress may pass laws, but the Supreme Court may declare them unconstitutional.

It is this system of distributed and shared powers that provides the basis for **checks and balances**. Although each branch of the government has its own special powers, many of these powers are "checked" because they are shared with the other groups.

The complicated ways in which constitutional governments are organized often mean that it takes them a long time to get things done. It may seem strange, but this "inefficiency" was seen by the Framers as an advantage. They thought that these difficulties would help to prevent the abuse of power and make it more likely that when a decision was finally made, it would be a good one.

Critical Thinking Exercise

Examining Why the Founders Feared the Abuse of Power by Government

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Given their knowledge of history and their experiences with the British government, it is not surprising that the Founders greatly feared the possible abuse of the powers of government. For example, read the following selections from some of their writings. Then discuss with the class your answers to the questions that follow.

> *"Give all power to the many, they will oppress the few. Give all power to the few, they will oppress the many."* —Alexander Hamilton, 1787
>
> *"There are two passions which have a powerful influence on the affairs of men. These are ambition and avarice; the love of power and the love of money."* —Benjamin Franklin, 1787
>
> *"From the nature of man, we may be sure that those who have power in their hands...will always, when they can...increase it."* —George Mason, 1787

1. Explain the view of human nature expressed in each of these quotations.
2. If you agreed with the views of human nature expressed in the quotations, what kind of safeguards to prevent the abuse of power would you include in your government?
3. Do you think the Founders' fear of government is as valid today as it was in the 1700s? Explain your answer.

What kinds of governments may be constitutional governments?

The Founders knew that constitutional government can take many forms. It is possible to have a constitutional government with one ruler, a group of rulers, or rule by the people as a whole, so long as those in power obey the limitations placed on them by the "higher law" of the constitution. Historically, constitutional governments have included monarchies, republics, democracies, and various combinations of these forms of government.

History has shown, however, that problems inevitably arise when a constitutional government is ruled by one person or a small group of people. If all power is given to a select few, it is difficult to ensure that they will obey the limitations placed on them by a constitution. The rulers in such nations would control the armed forces and law enforcement agencies. How could citizens force the rulers to obey their constitution? Monarchy-rule by a king or queen-was by far the most common form of government in the eighteenth century. The Founders preferred a form of government more broadly representative of the interests of the whole nation.

What alternative models of government could the Founders choose from?

The most obvious alternative to monarchy was a **republic**, a model of government with which the Founders were familiar through their knowledge of ancient history. The Founders admired the republics of ancient Greece and Rome. They also had studied more recent examples of **republican governments**, such as the Italian **city-states** of the Renaissance and the **cantons** of Switzerland.

The Founders differed among themselves about exactly what a republican government was. In general it meant a form of government

- devoted to promoting the public good, the *res publicae*, which is Latin for "thing of the people"
- in which political authority was shared by all or most of the citizens rather than held by a hereditary monarch
- whose political authority was exercised through the community's chosen representatives in government

Today we view republican and democratic government as almost the same thing. The United States, we believe, is both a republic and a democracy. The Founders, however, drew a sharp distinction between the two forms of government.

Democracy had traditionally meant a form of government in which ultimate authority was based on the will of the majority.

This majority usually consisted of those classes in the community that had the greatest number of people- it came from the Greek *demos*, meaning people. These classes tended to be the poorer people. In its purest form, democracy also meant a government in which members participated directly in their own governance instead of through representatives. The Founders were familiar with democratic institutions. For generations, local government in many of the colonies tended to be democratic in nature. The New England "town meeting" is one example. Based on their reading of history and their own experience, however, the Founders were concerned about democracy as a model for state or national government. Their preference for the republican as opposed to the democratic model of government influenced the framing of the Constitution.

What do *you* think?

1. How would you organize a government so it would be fairly easy to remove and replace officials who were not doing a good job?
2. What might happen in a government where there was no agreed-on or peaceful means for removing officials? Give a recent example to support your answer.
3. How did the Founders describe the difference between republican and democratic forms of government? Why do you think the Framers of the Constitution favored the former rather than the latter?

Reviewing and Using the Lesson

1. How would you explain the difference between a limited government and an unlimited government? Do you think the difference is important? Why or why not?
2. In theory, the government of the United States gets its authority from the consent of the people. What evidence can you identify to show that people actually do consent to be governed by the United States government?
3. What is meant by the claim that the people have a "right of revolution"? What arguments can you make to support the claim that such a right does or does not exist?
4. What is a constitution? What is the difference between a constitution that establishes a constitutional government, and a constitution that does not?
5. Why did the Framers organize the government into separate branches with shared and divided powers? What are some examples of the ways in which governmental power is divided and shared? Why is this sometimes called a system of "checks and balances"?
6. Do research to find out about a country whose written constitution failed to protect the rights of the people. Why did the written constitution fail to establish a constitutional government in that country? What essential things were missing?

What Conflicting Opinions Did the Framers Have about the Completed Constitution?

Purpose of Lesson

This lesson describes some conflicting points of view of leading Framers about the Constitution. Most of the delegates argued for the adoption of the Constitution, although many had reservations about all or parts of it. The reservations of three were so serious that they refused to sign the document. The position of one of these Framers, George Mason, is explored in detail. You also will examine Benjamin Franklin's statement in defense of the Constitution.

When you have completed this lesson, you should be able to explain the positions of Franklin and Mason, and give arguments in support of and in opposition to these positions.

Critical Thinking Exercise

Analyzing the Positions of Gerry and Hamilton

The following remarks were made by two of the Framers on the last day of the convention. One of these Framers signed the Constitution; the other did not.

Work with a study partner or in small groups to analyze the statement. Then answer the questions and be prepared to present and defend your position. What do the following comments tell you about the differences of opinion among the Framers concerning the Constitution they had developed? What were some problems they thought might arise in getting it approved?

> *"...every member [of the convention] should sign. A few characters of consequence, by opposing or even refusing to sign the Constitution, might do infinite mischief.... No man's ideas were more remote from the plan than [mine are] known to be; but is it possible to deliberate between*

anarchy... on one side, and the chance of good to be expected from the plan on the other?" —Alexander Hamilton

"...a Civil war may result from the present crisis.... In Massachusetts...there are two parties, one devoted to Democracy, the worst... of all political evils, the other as violent in the opposite extreme...for this and other reasons... the plan should have been proposed in a more mediating shape." —Elbridge Gerry

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What did the Framers think when the Philadelphia Convention ended?

The Constitution has been described as "a bundle of compromises." As you have seen, such prominent features of the Constitution as the different plans for representation in the House and the Senate and the method of selecting the president were settled by compromise. Compromise, however, means that everyone gets less than they want. There were enough compromises in the completed Constitution that nearly every delegate could find something he did not like. During the four months the delegates had spent putting the Constitution together, there were some strong disagreements. Some had walked out of the convention. Three refused to sign the finished document.

Benjamin Franklin argued in support of the Constitution George Mason argued against it. Mason was one of the three delegates remaining until the end of the convention who refused to sign the document.

How did Franklin defend the work of the convention?

On the last day of the convention, September 17, 1787, Benjamin Franklin prepared a speech intended to persuade all the delegates to sign the completed Constitution. The speech was read by James Wilson, because Franklin's age and illness made him too weak to deliver it himself.

"I confess that there are several parts of this Constitution which I do not at present approve.... [But] the older I grow, the more apt I am to doubt my own judgment, and to pay more respect to the judgment of others.... In these sentiments...I agree with this Constitution with all its faults, if they are such; because I think a general Government necessary for us...[and] I doubt...whether any other Convention we can obtain, may be able to make a better Constitution. For when you assemble a number of men to have the advantage of their joint wisdom, you inevitably assemble with those men all their prejudices, their passions, their errors of opinion, their local interests, and their selfish views. From such an assembly can a perfect production be expected? It therefore astonishes me...to find this system

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approaching so near to perfection as it does.... Thus I consent...to this Constitution because I expect no better, and because I am not sure, that it is not the best.... If every one of us in returning to our Constituents were to report the objections he has had to it...we might prevent its being generally received, and thereby lose all the salutary effects and great advantages resulting naturally in our favor among foreign Nations as well as among ourselves, from a real or apparent unanimity.... On the whole...I cannot help expressing a wish that every member of the Convention who may still have objections to it, would with me on this occasion doubt a little of his own infallibility, and to make manifest our unanimity put his name to this instrument."

Why did George Mason object to the Constitution?

Less than a week before the convention ended, George Mason wrote a list of objections on his copy of the draft of the Constitution. The list was later printed as a pamphlet during the ratification debate. The following are some of his more important objections:

1. The Constitution does not contain a Bill of Rights.
2. Because members of the Senate are selected by state legislatures, it means that they are not representatives of the people or answerable to them. They have great powers, such as the right to approve the appointment of ambassadors and treaties recommended by the president. They also have the power to try the president and other members of the government in cases of impeachment. These powers place the senators in such close connection with the president that together they will destroy any balance in the government, and do whatever they please with the rights and liberties of the people.
3. The national courts have been given so much power that they can destroy the judicial branches of the state governments by overruling them. If this were to happen, and the only courts available were federal courts, most people would not be able to afford to have their cases heard in these courts, because they would need to travel a great distance. Rich people would have an advantage that would enable them to oppress and ruin the poor.
4. The Constitution does not provide for a council to serve as advisers to the president. Any safe and regular government has always included such a council. Such a council would take the place of the Senate in advising the president on appointments and treaties, and the head of the council would take the place of the vice president. Without it, the president will not get proper advice, and will usually be advised by flattering and obedient favorites; or he will become a tool of the Senate.
5. The president of the United States has the unlimited power to grant pardons for crimes, including treason. He may sometimes use this power to protect people whom he has secretly encouraged to commit crimes, and keep them from being punished. In this way he can prevent the discovery of his own guilt.

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6. The Constitution says that all treaties are the supreme law of the land. Since they can be made by the president with the approval of the Senate, together they have an exclusive legislative power in this area. This means they can act without the approval of the House of Representatives, the only branch of the legislature that is directly answerable to the people.
7. The Constitution only requires a majority vote in Congress, instead of a two-thirds vote, to make all commercial and navigation laws. The economic interests of the five southern states, however, are totally different from those of the eight northern states, which will have a majority in both houses of Congress. Requiring only a majority vote means that Congress may make laws favoring the merchants of the northern and eastern states, at the expense of the agricultural interests of the southern states. This could ruin the southern states' economies.
8. Because the Constitution gives Congress the power to make any laws it thinks are "necessary and proper" to carry out its responsibilities, there is no adequate limitation on its powers. Congress could grant monopolies in trade and commerce, create new crimes, inflict severe or unusual punishments, and extend its powers as far as it wants. As a result, the powers of the state legislatures and the liberties of the people could be taken from them.

Mason also had made other criticisms of the Constitution during the convention. Some were accepted by the Convention; others were incorporated in the Bill of Rights, which was added in 1791.

What changes in the Constitution would have satisfied George Mason's objections?

How did Franklin describe the significance of the convention?

The final entry that James Madison made in his notes on the convention describes the scene as the delegates were signing the document they hoped would become the Constitution of the United States.

> ***"Whilst the last members were signing it, Doctor Franklin looking toward the President's Chair, at the back of which a rising sun happened to be painted, observed to a few members near him that Painters had found it***

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difficult to distinguish in their art a rising from a setting sun. I have, said he, often in the course of the Session...looked at that [sun] behind the President without being able to tell whether it was rising or setting: But now at length I have the happiness to know that it is a rising and not a setting Sun."

What do *you* think?

1. Describe Benjamin Franklin's attitude toward the Constitution. What reasons did he give for his view?
2. Select one of Mason's objections; identify and describe an event in American history or a contemporary event that provides evidence in support of his objection.
3. Select one of George Mason's objections and explain what remedies our constitutional government provides for the problem he identified. Then take and defend a position on whether the remedy is adequate.

Reviewing and Using the Lesson

1. Why is the Constitution sometimes described as "a bundle of compromises"?
2. What was Benjamin Franklin's opinion of the Constitution crafted by the Framers?
3. Why did George Mason refuse to sign the Constitution?

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ISBN 0-89818-177-1

"Be it resolved by the members of the First Regular Session of the Fifty-sixth Idaho Legislature, the House of Representatives and the Senate concurring therein, that in U.S. history and civics classes in Idaho public schools, students are made aware of, and hopefully inspired by, the crucial role George Washington's virtues played informing the moral foundation of this nation."

House Concurrent Resolution No. 1, 2001

What Was George Washington's Legacy to American Constitutionalism and Citizenship?

Washington at Princeton

How is George Washington's heroic stature shown in this 1857 engraving of his military victory at Princeton on January 3, 1777?

A Note to Teachers: The 200th anniversary of George Washington's death in 1799 provided an appropriate opportunity to examine once again his contributions to American constitutionalism and citizenship. To this end, the Center for Civic Education collaborated with the Mount Vernon Ladies' Association to produce this supplement to **We the People... The Citizen and the Constitution**. It should be studied after students have covered the material in Lessons 1 through 20.

Purpose of Lesson

This lesson looks at the legacy of George Washington, perhaps the most influential leader in the creation of the American nation. Through his achievements as commander-in-chief during the Revolution, in support of the drafting and ratification of the Constitution, and as first president, Washington was instrumental in transforming the ideals of the Revolution into reality. His career as soldier, revolutionary, constitution-maker, and chief executive of a new nation demanded a range of skills and talents with few precedents in history.

When you have completed this lesson, you will be able to evaluate, take, and defend a position on the contributions of the "Father of His Country" to the nation's traditions of constitutional government and citizenship.

Who was George Washington?

George Washington (1732-1799) was born and grew up in rural Virginia, at a time when it was a royal colony with British traditions of government by aristocracy and an economy based on growing and exporting tobacco. His father's early death interrupted George's formal education. He became a professional surveyor in his late teens but soon thereafter turned to military service as a way to realize his ambitions. As a soldier he demonstrated enough courage and decisiveness to become the commander of the Virginia troops that defended the state's western frontier during the French and Indian War. He also established himself as a successful tobacco planter at the family plantation, Mount Vernon, married Martha Dandridge Custis, and won election to the Virginia House of Burgesses.

Washington had nothing to gain from the American Revolution, at least in a material sense. He had achieved both wealth and fame as a British subject in colonial Virginia. Yet he was among the first to raise the possibility of armed resistance and accepted command of the Continental Army. He served for the eight and a half years of the Revolution without pay. Though his army was inexperienced, often outnumbered, and poorly supplied, Washington was able to avoid defeat, wear down the British forces, and eventually achieve victory. With independence secured in 1783 by a peace treaty with Britain, Washington appeared before Congress and publicly resigned his military position, returning to Mount Vernon a private citizen of the new nation. His plantation had suffered greatly during his absence and the war.

In 1787 Washington's concerns about the disintegration of the nation prompted him to serve as a delegate to the Constitutional Convention in Philadelphia. He presided over the convention, and his support was key to ratification of the newly proposed Constitution. In 1789, Washington was inaugurated first president of the United States. He served two terms, guiding the new government through the organization of the executive branch, founding the nation's capital, Washington, D.C., opening the west for settlement, and establishing precedents that have influenced the conduct of succeeding presidents ever since. He left the presidency in 1797, following the election of John Adams, and again returned to Mount Vernon. Washington briefly returned to public life when President Adams asked him to take command of the army in anticipation of possible war with France. He died at Mount Vernon in December 1799.

How did Washington establish the principle that the military is subordinate to civilian government?

In assessing Washington's career, Thomas Jefferson emphasized the importance of the rule of law when he wrote that Washington had earned "everlasting remembrance" by "obeying the laws through the whole of his career, civil and military, of which the history of the world furnishes no other example." As commander-in-chief of the continental Army, Washington never lost sight of the fact that his authority came from Congress, and that the purpose of the army was to carry out the will of the civil government. Even when Congress voted Washington broad-reaching emergency powers late in 1776, he was careful not to exceed the bounds of his legal authority.

When his officers were angry late in the war because Congress had not paid them as promised, he refused to support their plan to march on Congress. Instead he confronted the officers planning this action, known as the Newburgh Conspiracy. Washington won their allegiance when he made an example of his own self-sacrifice. Eyewitness accounts relate that Washington used his failing eyesight as the example, saying "Gentlemen, you will permit me to don my spectacles, for I have grown not only gray but nearly blind in the service of my country" when he was unable to read a document.

The most important public example occurred at the end of the Revolution, when Washington returned his commission - the symbol of his authority - to Congress. At the time he took this step, his popularity and power over the army might have permitted him to seize control of the government, as victorious generals had done before and have often done since. Julius Caesar in ancient Rome, Oliver Cromwell in England, and Napoleon Bonaparte in France were all successful military leaders who found the temptation of political power irresistible. Washington so strongly established the precept that the military serves the people of the nation and their civilian government that there has never been a threat to the American government from its own military.

What important principle was Washington acknowledging when he resigned his commission at the end of the Revolution?

What role did Washington play in the drafting and ratification of the Constitution?

Many of the Founders gave their first loyalty to their home states. From the very beginning of the Revolution, however, Washington was a nationalist. His country was America, not Virginia, and what America could become through a strong union of the states. Later, as president, he would declare that Americans as "citizens by birth or choice...must always exalt the just pride of patriotism more than any appellation derived from local discriminations."

Convinced of the need for a strong national government, Washington agreed to attend the Constitutional Convention. He spoke rarely during debates, in part because he was the presiding officer. The Convention delegates assumed that Washington would also become the first president chosen under the new Constitution, and this encouraged them to propose strong, wide-ranging powers for the executive. The shortcomings of the Articles of Confederation had convinced the delegates that a weak executive was a mistake. They knew that many Americans were distrustful of a strong executive, but, as one delegate observed, "the powers to be given to a president [were shaped] by opinions of Washington's virtues."

Washington did not participate in the public debates over ratification, although his support was widely known and had a strong influence. Privately he argued for ratification, urgently explaining to Anti-Federalist Patrick Henry that "it is the best constitution that can be obtained...and...this, or a dissolution of the union awaits our choice." Anticipating the outcome of the struggle over ratification, he wrote to Lafayette: "A few short weeks will determine the political fate of America for the present generation and probably produce no small influence on the happiness of society through a long succession of ages to come."

Persuaded that his election would help cement support for the new government, Washington reluctantly agreed to serve as the nation's first president. He likened his feelings on once again taking up the burdens of public service to "those of a culprit who is going to the place of his execution."

How did Washington's administration shape the institution of the executive branch?

Constitutions do not become real without the institutions necessary to implement them. It fell primarily to Washington to give flesh and blood to the executive branch and the national government generally during their first, critical years. As president, Washington demonstrated the value of a strong executive in the hands of a trustworthy person. He stayed within the bounds of presidential authority outlined by the Constitution and the acts of the First Congress organizing the executive branch. For example, Washington conscientiously sought the "advice and consent" of the Senate in making appointments to office and in executing treaties with foreign governments, as the Constitution

required. At the same time, the Senate's refusal to respond immediately to Washington's consultations helped to establish that body's right to both give and withhold its advice and consent.

In filling the many offices created by the new government, Washington avoided making appointments on the basis of social standing, heritage, or friendship. His appointments advanced the idea that the best-qualified people should be tapped for office. He proved a good judge of talent, selfless in advancing such promising younger men as Hamilton and Jefferson. He understood his own limitations and was not reluctant to rely upon the counsel of others. Washington also began the custom of consulting with his principal department heads as a group, which practice led eventually to the creation of the cabinet, an important feature of American government to this day.

By the time Washington retired from the presidency in 1797, he had established that the power of the president was vested in the office, not in the individual who held the office. He attended the inauguration of his successor, John Adams, and insisted on walking behind him at the close of the inaugural ceremonies, thus demonstrating the peaceful transfer of power under the new Constitution.

Why was Washington sometimes referred to as "Our Cincinnatus?" In what ways does his career embody the classical republican ideal of civic virtue?

How did Washington's actions establish the authority of the presidency?

Within the bounds of the Constitution, Washington's vigorous policies established the president as an energetic leader, not a ceremonial figurehead. He required subordinates to seek his approval for their actions, and accepted personal responsibility for their conduct. While he consulted with the Senate on appointments, he insisted that the president alone had the authority to fire an appointee, guaranteeing the president's control of every member of the executive branch. Although Washington employed the president's constitutional power of the veto only twice, he asserted the president's right to reject legislation with which he disagreed.

It was during Washington's presidency that the idea of implied powers in the "necessary and proper" clause of the Constitution was first invoked to justify his signing the law creating the first national bank. As commander-in-chief, Washington called out the militia to put down the Whiskey Rebellion in 1794. He took a strong hand in foreign policy, prudently resisting British and French threats to American interests and at the same time keeping the young nation out of the European war.

How did Washington influence the development of political parties?

In his Farewell Address Washington warned against the danger of party and faction. He believed in the virtues of nonpartisan government, in which patriotic citizens of different views would be willing to serve together. Washington's great stature as a national hero and his willingness to serve for two terms bridged strong regional differences, and gave the new government time to take root before party factions could become divisive.

At the same time, however, Washington's belief in a strong executive and his nationalist sentiments inclined him to favor Hamilton's policies over Jefferson's. His warnings against party and faction to the contrary, he was in many respects the country's first Federalist president.

Critical Thinking Exercise
How Americans Judge Their Political Leaders

Work individually or with other students to develop a list of criteria by which Americans today judge their political leaders. You may want to consult the work of presidential historians and political scientists such as Stephen Ambrose, Michael Beschloss, Robert Caro, Doris Kearns Goodwin, David McCullough, Forrest McDonald, James Pfiffner, and Arthur Schlesinger, Jr.

When you finish your list of criteria, interview parents, neighbors, and students at your school to gather information about how some Americans today view the influence and legacy of George Washington as our first president.

Based on your findings, to what extent do you believe the examples of Washington and other Founders are relevant to the criteria by which we judge presidents today?

How did Washington reconcile being a slaveholder with his leadership of a nation dedicated to freedom for all?

George Washington was a leader of a revolution that was one of history's greatest advances for individual liberty. Yet throughout his life, he denied liberty to others as a slaveholder and gained wealth from their labor. Washington accepted the legality of slavery and the property rights of slaveholders. He took steps to prevent some of his own slaves from running away to freedom when travelling to northern

states. Realizing that the issue of abolition could well divide the young republic, he never made a public statement in opposition to slavery.

Nevertheless, Washington's private correspondence shows that he had come to reject slavery, both for the human suffering it caused and on principle. His doubts about slavery seem to date from the time of the Revolution when he stopped selling or purchasing Africans. He later wrote, "I am principled against this kind of traffic in the human species." He came to see slavery itself as an immoral, if not illegal, institution. "There is not a living being who wishes [its abolition] more sincerely than I do." In the will he drafted in 1799, he provided for his slaves to be freed after his and Martha's death, and set up a fund to care for those who were elderly or infirm.

Reviewing and Using the Lesson

1. As an individual or group essay assignment: if you were elected the first president of the United States, how would you shape the office of president under Article II of the Constitution? How might your presidency be different from that of Washington's?
2. As a class, organize a debate of the resolution: "Presidents act as they do today because Washington set such a strong example."
3. Is Washington a realistic model by which to judge American presidents in today's world?
4. Is it possible for a revolutionary to also be a framer of a nation's constitution and its first executive? What advantages might there be for the same person filling these different roles. What difficulties might there be?
5. How might the institution of the presidency been shaped differently had Washington's views been closer to those of Thomas Jefferson than to those of Alexander Hamilton?
6. Washington believed that the "general diffusion of knowledge," especially through education, would work against the passion of party differences. Do you agree? Explain your position.
7. How might Washington have reconciled being a slaveholder and a leader of a nation dedicated to freedom for all?
8. What role do you think moral judgments should play in the study of history? To what extent are we justified in making judgments about previous generations?
9. To what extent do you believe the actions of particular individuals can shape the course of history?
10. Biography continues to be the most popular form of history. What value do you see in seeking to understand the past through the studies of individual lives?

Research questions:

1. A modern biographer of our country's first president has argued that if

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Washington "had been taken by smallpox or dropped by an Indian bullet as a young man, the future United States might well have come into being in some form or other. But it would have been harder, and it might have been a lot harder." * Do you agree with that statement? Why or why not?

* Richard Brookhiser, Founding Father: Rediscovering George Washington (New York: Simon & Schuster), 1996

* Where do you believe Washington's contribution was the most crucial: in securing independence from Great Britain, in the drafting and ratification of the constitution, or in the implementation of the executive branch?

* Washington's contemporary admirers spoke of the man's "majestic fabrick," "commanding countenance," "martial dignity," "graceful bearing," and "wonderful control." How important are style and charisma to political leadership? Would you put such qualities on a par with consistency or purity of principles? Why or why not?

2. George Washington was among the most successful revolutionaries of history for having overturned an old order and constructed anew one based on free institutions. His career as a soldier, patriot, constitution-maker, and chief executive of a new nation required an extraordinary range of qualities and skills. What were the attributes that made Washington such a "man for all seasons"?

   * How are the attributes of a chief executive of a constitutional government different from those of a revolutionary? How are they the same?

   * What effect do you think Washington's possession of slaves has on his reputation and example among Americans today? What issues does this questions raise about the uses we make of the past?

For additional reading:

- Aikman, Lonnelle. *Rider with Destiny: George Washington* (McLean, VA: Link Press, 1983).
- Alden, John R. *George Washington: A Biography* (Baton Rouge, LA: Louisiana State University Press, 1984).
- Allen, W. B., ed. *George Washington: A Collection* (Indianapolis: Liberty Classics, 1988).
- Brookhiser, Richard. *Founding Father: Rediscovering George Washington* (New York: Free Press, 1996).
- Cunliffe, Marcus. *George Washington and the Making of a Nation* American Heritage Junior Library (Mahway, NJ: Troll Associates, 1956).
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- Flexner, James T. *Washington: The Indispensable Man* (Boston: Little, Brown & Co., 1974).
- "George Washington," *Encyclopedia Britannica.*
- Hirschfeld, Fritz. *George Washington and Slavery* (Columbia, MO: University of Missouri Press, 1997).

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- Mullin, Gerald W. *Flight and Rebellion: Slave Resistance and Rebellion in Eighteenth Century Virginia* (New York: Oxford University Press, 1983).

Websites:

- www.mountvernon.org
  The home page of Mount Vernon, with information about George and Martha Washington and their lives at Mount Vernon.
- www.gwashington1999.org
  A new site, with information and news on the 1999 George Washington Bicentennial.
- www.virginia.edu/gwpapers/home.html
  The home page of the Papers of George Washington project, with essays on all aspects of Washington's life.
- http://memory.loc.gov/ammem/gwhtml/gwhome.html
  The Library of Congress site, with 8,000 pages of original George Washington documents accessible on the internet.

This supplement commemorating the bicentennial of George Washington's death is cosponsored by the Mount Vernon Ladies' Association and the Center for Civic Education.

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For more information, contact:
The Mount Vernon Ladies' Association
Mount Vernon, VA 22121
(703)780-2000
e-mail: myinfo@mountvernon.org
website: www.mountvernon.org

This lesson is funded by the U.S. Department of Education grant #R929A80001.

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